

GALLUP®

An aerial, black and white photograph of a university campus. In the foreground, a large, ornate clock tower with a conical roof stands prominently. To its left is a large, curved stadium with tiered seating. The campus is surrounded by dense trees, and various university buildings are visible in the background. The overall scene is a mix of historic architecture and modern university infrastructure.

A New Vision for American Education: A Merger of Work and School

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We Are What We Measure

Current Education Measures Are Horribly Insufficient

INPUTS

- High School GPA, Rank in Class
- SAT, ACT Scores

OUTPUTS

- GPA, Rank in Class
- Retention Rates, Degree Attainment
- Gainful Employment

What Americans Want from Higher Ed: To Get a Good Job

67%

Americans: “very important” reason for getting education beyond high school

88%

Top reasons **freshmen** cite for going to college

38%

Parents of 5th-12th graders: “very important” reason for getting education beyond high school

Sources: Gallup/Lumina poll, UCLA CIRP, Gallup/IHE poll

Broken Link Between Education and Work

What Americans Want from Higher Ed: To Get a Good Job

95%

of **Chief Academic Officers** rate their institution as very/somewhat effective at **preparing students** for the world of work

13%

of **Americans** strongly agree that **college graduates** in this country are well-prepared for **success in the workplace**

11%

of **business leaders** strongly agree that **graduating students** have the skills and competencies their businesses need

Sources: Lumina Foundation/Gallup Poll 2013, The 2013 Inside Higher Ed Survey of College & University Chief Academic Officers Report

Only 27% of Recent Graduates Have a Good Job Upon Graduation

About how long did it take for you to obtain a good job after you completed your undergraduate education at [Institution]?



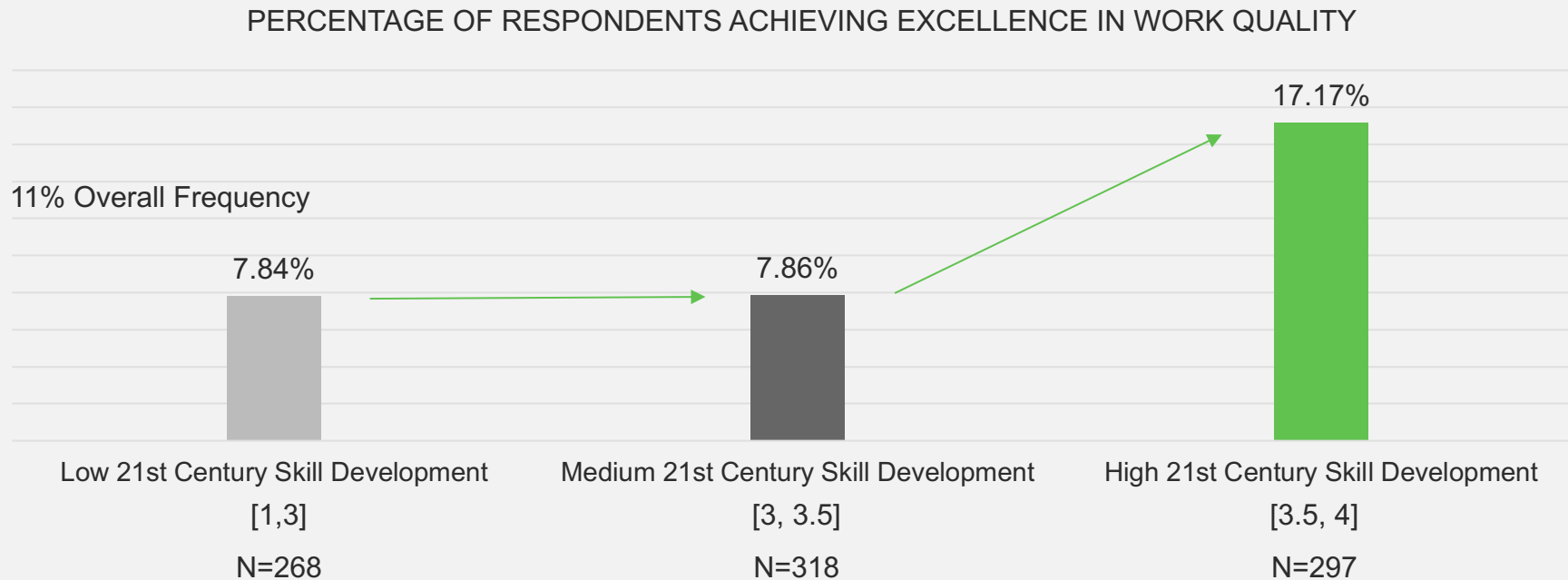
- % I Had a Job Waiting for Me When I Graduated
- % Two Months or Less
- % Three to Six Months
- % Seven Months to a Year
- % More Than a Year
- % Not Applicable Because I Was Not Seeking Employment Upon Graduation
- % Don't Know

The Path Forward Requires Real Work

What Works in School is Real Work...

21ST CENTURY SKILLS PREDICT WORK SUCCESS

- “Worked on a long-term project that took several classes to complete”
(28% HS vs. 50% college)
- “Used what you were learning about to develop solutions to real-world problems in your community or in the world”
(22% vs. 27%)



Few Students (Grades 5-12) Work or Intern

4.6%

Currently interning
with a local business

17.1%

Worked one hour or more
at a paying job last week



WHAT EMPLOYERS WANT MOST

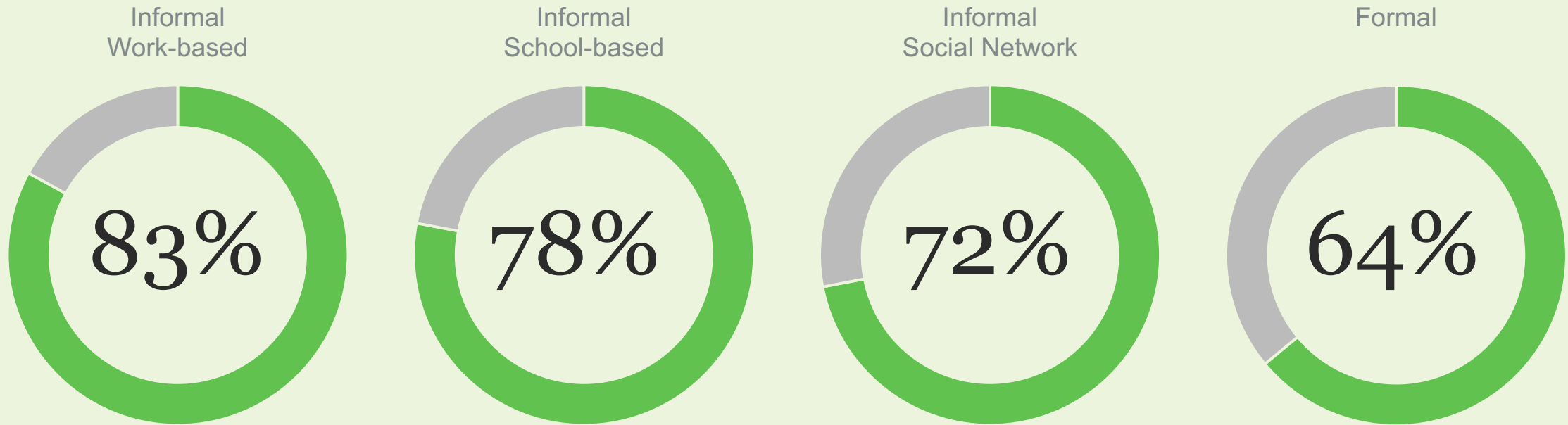
In your opinion, what talent, knowledge or skills should higher education institutions develop in students to best prepare them for success in the workforce in the coming years?

#1

Internships/on-the-job experience

Best College Advice Comes From...Employers/Work-based Sources

Percent of adults rating source of advice about major as helpful or very helpful by category.



COLLEGE STUDENT WELLBEING LINKED TO CAREER-RELEVANCE OF EDUCATION

The top driver of student well-being is the degree to which a student agrees "they have the opportunity to do what they do best every day"

Top Drivers of “Do Best”:

- 1. The knowledge and skills I am learning in my coursework will be relevant in the workplace.**
- 2. The faculty and staff at my school are committed to helping students find a rewarding career.**



If graduates strongly agree that they had a **relationship-rich** experience during college, the odds that they are engaged in their work and thriving in their overall well-being double.

Relationship-rich

64%

“At least one professor who made me excited about learning”

27%

“Professors cared about me as a person”

22%

“A mentor who encouraged my goals and dreams”

14% Of all graduates experienced all three

Graduates who had **work-integrated or experiential learning** have a higher likelihood of being engaged in their work (59% vs. 38%), and more are thriving (14% vs. 10%).

Work-integrated and Experiential

32%

“Long-term project taking a semester or more to complete”

30%

“Internship or job where applied learning”

20%

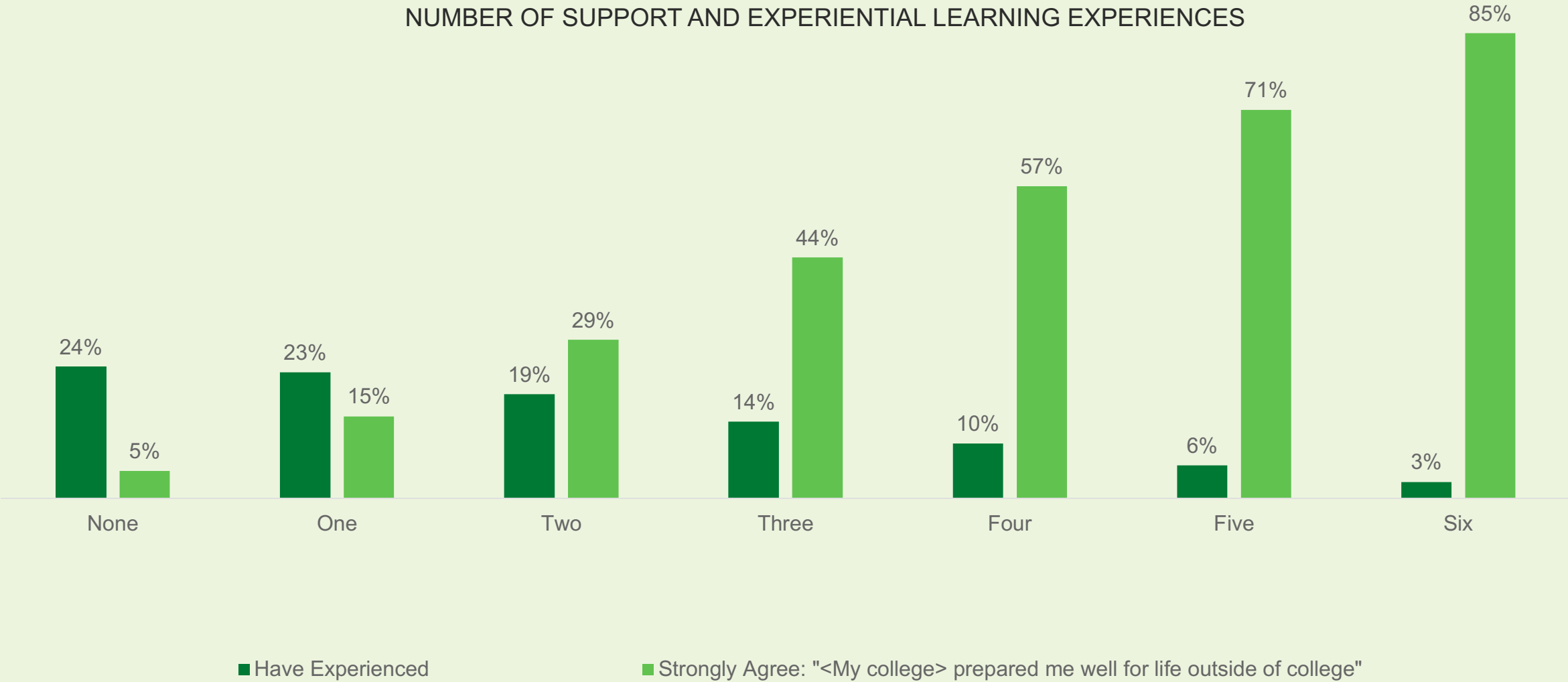
“Extremely involved in extracurricular activities and organizations”

6%

Of all graduates experienced all three

The New Report Card: Relationship-rich and Work-integrated Learning

NUMBER OF SUPPORT AND EXPERIENTIAL LEARNING EXPERIENCES



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